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ABSTRACT

Campus violence, whether it is physical, sexual, or psychological, is counterproductive to a positive college environment and to the healthy development of individuals. Student affairs administrators and directors of various student services hold a responsibility for directing the response of campus personnel to specific volatile and exploitive situations. The work of the American College Personnel Association (ACPA) Commission I Task Force on Victimization and Violence has resulted in several strategies by which administrators can respond to campus violence, with a focus on preventive interventions. This report looks at the types of violence on college campuses, the incidence of violence, and the effects of violence. Prevention strategies are discussed, and the draft stages of the ACPA's Victimization and Violence Prevention Assessment and Planning Guide, a tool by which student affairs professionals can evaluate the prevention efforts on their campuses and gain ideas for further interventions, is described. Areas discussed include the opening pages of the guide, the written policy statements, activities and services, programming for prevention, and incidence records. A draft of the planning guide is appended. (Author/NB)

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ADMINISTRATIVE RESPONSES TO CAMPUS VIOLENCE

Paper presented at ACPA/NASPA National Convention
Chicago, Illinois
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ABSTRACT: Campus violence, whether it is physical, sexual, or psychological, is counterproductive to a positive college environment and to the healthy development of individuals. Student affairs administrators and directors of various student services hold a responsibility for directing the response of campus personnel to specific volatile and exploitive situations. This program explores a variety of strategies by which the administrator can respond to campus violence, with a specific focus on preventive interventions. The models to be presented have derived from the work of the ACPA Commission I Task Force on Victimization and Violence.

As we all know, college campuses are a part of society and are subject to the same forces that permeate contemporary culture. Violence between strangers, among acquaintances, and in relationships is also found on college and university campuses. It is particularly distressing on campus in light of institutional commitments to education, development, and personal safety of individuals. Violence, defined as behavior that is intended to hurt or does hurt another person, is the antithesis of student development; it damages persons and institutions, sometimes in irreparable ways. On campuses across the nation, happenings in a variety of relationships are leaving people victimized--by abuse, assault, harassment, rape, and other behaviors inappropriate for a civilized society and counter-productive for a learning environment.

This presentation explores a variety of strategies by which the administrator can respond to campus violence, with a specific focus on preventive interventions. The models to be presented are derived from the work of the ACPA Commission I Task Force on Victimization and Violence, which was established in 1985 in response to the concerns of its members about campus violence. (A report of the work of this task force is available for those interested.)

The campus response to violence generally falls on the shoulders of student affairs staff with their heritage of concern

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for student welfare and their skills of responding to student needs through crisis, remedial, developmental, and preventive outreach activities. Student affairs practitioners, who often function as the conscience of a college, are being called upon to respond to the issue of victimization and violence in such ways that all members of the campus community are led to use power for healthy, not harmful, purposes.

The development of the whole person has long been the theoretical and philosphical base of student affairs work, with extensive practical applications having been made to all aspects of college life. The prevention of violence, while not an easy task, is not foreign to what is already taking place on campuses in addressing other areas of student growth, development, and concerns. Thus, the mechanisms necessary to counteract violence and victimization are generally available and need only to be focused on the problem at hand.

TYPES OF VIOLENCE

The types of violence on the college campus include a broad range of activities. Among the more obvious types are rape with its varieties of perpetrators--strangers, acquaintances, dating partners, and gangs; physical attacks against persons by assault, fighting, mugging; and interpersonal violence which is sometimes called "relationship abuse" or "courtship violence," the equivalent of domestic violence among married partners. Because these types of violence are most obvious, they cause the most concern on college campuses, and they are the focus of our discussion today.

Also of concern to us, however, are other situations in which victims are created such as academic harassment, intimidation and humiliation of students by professors; expressions and manifestations of handicap bias, emotional abuse in a relationship, emotional abuse of fellow students through teasing and joking which is humiliating. amd the unjust "isms" that are a part of society--racism, sexism, classism, ageism, ethnocentrism, homophobism. These, like the mmore obvious forms of violence, are found on college campuses and can have profoundly damaging effects on individuals and on the learning environemnt. Academic institutions themselves can play a part in the creation of victims through some of their policies--or lack of policies--and some of their actions--or lack of actions.

This presentation focuses on violence as a generic issue, rather than on any one specific type. What appears to us is that prevention efforts are similar, and effective responses from campus officials are much the same, regardless of the type of violence. The seriousness of the offense does make a difference to the response, with seriousness judged by the extent of harm and physical injury, cost of reparing the damage, trauma, and the use of force. The closeness of the relationship between victim and offender may also be a critical variable in assessing the impact of violence.

INCIDENCE OF VIOLENCE

Just how much violence does take place on campuses? Many people seem to feel there is an increase in violence and abuse, both toward strangers and among persons in relationships, in society and also on college campuses. The hard data are difficult to ascertain as no reporting system seems sufficiently complete or accurate. Much crime that takes place on campus is not reported to authorities. The Uniform Crime Report of the FBI gives data on rape and assault as reported by its member agencies, of whom about 300 are college campuses. Institutions are reluctant to release data from their own files and most individual student affairs professionals do not have the full scope of reported incidents on their campus. Research studies have primarily relied on self-report from persons who were victims or potential victims. Professionals have their own perceptions of what's happening, and these are useful as individual perceptions but not as hard statistics. Whether current perceptions reflect an actual increase in the number of abusive, assaultive, and harassing incidents or whether the apparent increase is one of improved reporting procedures is of secondary importance to the reality that such behaviors leave scars on the parties involved and, in an educational setting, interfere with the learning environment and the desire for physical safety for members within that environment. The large number of programs on violence at this convention is a further indication of the concerns of our profession.

Whether the extent of violence is a matter for concern on your own campus relies, as does so much of student affairs work, on your judgement about its existence, about whether it is increasing, and about how destructive it is in your own setting.

The violence that takes place on a college campus has been largely hidden and sometimes denied. According to David Hanson and his colleagues at Potsdam College, "Interpersonal violence is underreported, underprosecuted, and underpunished, thus allowing it to occur in secrecy, ignorance, and shame." Individual victims suffer in silence for a variety of reasons; among them are fear, embarrassment, the belief that nothing can or will be done, and blaming themselves for causing or contributing to the violence. College faculty and staff, fearing possible job effects or believing tht incidents are either misrepresented, distorted, or hearsay, tend not to see or know of the violence. This denial permits abusers to hide, to avoid community recriminations, and to rationalize their behaviors.

EFFECTS OF VIOLENCE

Violence differs in type and in intensity; physical, psychological, and sexual abuse can be carried out by words and/or by actions that have varying outcomes, degrees of impairment, and human and economic costs. Violence on campus can have either students or staff, males or females, as victims or as perpetrators.

Violence often leaves lasting damage beyond the original pain, and these effects are similar across settings of where the violence has taken place--on campus, in the home, on the streets. Victims of violence suffer from a diminished sense of personal control and self-confidence. Self-esteem is eroded. Irrational guilt and self-blame are common. Energy can be consumed by fear of repetition of the behavior and revictimization or fear of retribution and retaliation if the behavior is reported and recourse is sought. Victims become distracted from important tasks; achievement in academics or other areas becomes secondary to survival and to maintaining self-identity and integrity; there is a generalized inhibition and many victims withdraw somewhat or greatly from life activities.

The costs of victimization and violence to an institution are also high, and the institution can also become a victim when violence takes place within its boundaries. It loses the activities and capacities, at least temporarily, of students and staff who become occupied with ramifications of the victimization. The institution also suffers the loss of positive image, often with an accompanying loss of students through withdrawal of current students and non-matriculation of potential students. Of great seriousness in an academic institution is the disruption of the learning environment which takes place for an individual or for groups of students and staff when violence has happened.

PREVENTION STRATEGIES

We consider prevention strategies similarly applicable to the varying types of violence. There are common elements both in the violence and in the suggested responses. The prevention mechanisms addressed in the remainder of this presentation can be used either to focus on a particular form of violence or to focus on discrimination, oppression, or abuse in a generic sense.

The prevention of violence must be multi-faceted, reflecting the multi-faceted nature of the underpinnings of violence. Prevention, even more than treatment, takes broad interdisciplinary and interprofessional planning. Prevention is built on an understanding of the issues involved and on an understanding of the population at risk. Hence, knowledge about college student development, the campus environment, the collegiate experience, and specific forms of abuse such as rape, sexual harassment, and assaultive behaviors is a prerequisite for designing prevention strategies.

The rationale for offering prevention services on a college campus includes both present and future considerations. We can change society by intervening in college student development. The creation of mature adults who do not accept violence as appropriate behavior can take place on a college campus.

Institutional responses to campus violence can be discussed according to the level of prevention they provide: (1) tertiary prevention, to limit the damage of violence that has taken place by direct services to individuals who have been victimized; (2) secondary prevention, to identify existing problems and to bring about effective correction at the earliest possible time so as to inhibit further abuse from developing; and (3) primary prevention, to prevent new cases of victimization by addressing causes and changing actions, attitudes, and values relating to the conditions that foster violence. Primary prevention is targeted to at-risk groups who are not yet experiencing significant maladjustment.

While these categories of pevention are useful for discussion purposes, they are not so clearly divided in actuality. Individual needs which seem to fall into one particular category might well be met by interventions under another type of prevention activity. Some activities, particularly awareness and the provision of information, are facilitative activities for all three kinds of prevention. Delivery mechanisms and formats can be the same for both secondary and primary prevention models and can also bring persons forward for tertiary services.

The first step in eliminating violence from college campuses is to foster a climate for an open discussion of the topic. This convention serves that role, in part, by giving opportunities for professionals to examine issues of abuse as it happens across campuses to help bring a perspective to one's own specific environment. Both institutional and individual awareness about violence on campus is necessary.

This awareness, with which all prevention begins, often evolves from personal experience, knowledge, and a sense of urgency about the issue. Open and extensive discussion of the topic of violence on campus will, in itself, serve some preventive measure by counteracting denial and ignorance. Such discussion can raise personal consciousness, help an individual watch out for self and for friends, and can limit personal vulnerability.

Awareness activities are broad in nature, designed to increase knowledge about personal violence and to heighten sensitivity to its existence. Activities can include any of the delivery mechanisms and formats which we will be looking at in another section of this presentation. Prevention surely begins, then, with awareness, with bringing issues to the light of day.

PREVENTION PLANNING AND ASSESSMENT GUIDE

At this point in the presentation, it will be helpful to turn to the Victimization and Violence Prevention Assessment and Planning Guide. This document is in its draft stages and your response to it is solicited. It is intended to serve as a tool by which student affairs professionals can evaluate the prevention efforts on their own campuses and gain ideas for further interventions. The format for the guide evolved from a prevention

survey conducted among Commission I members earlier this year about prevention efforts on their own campuses. We have the results of that survey with us for later discussion, if time allows and interest in doing so is present.

Opening Pages of the Guide. The Prevention Assessment and Planning Guide begins with information about its development, a section on how to use the guide, and definitions.

Written Policy Statements. The development of clear, concise policies and procedures with widely known and accepted definitions, particularly of rape, assault, harassment, and hazing, can serve as powerful secondary preventive intervention. Universities and colleges typically have a student code of conduct which covers some of the matters of violence discussed above, with additional policies to regulate specific areas of concern such as storage of weapons on campus, behavior at athletic events, behavior in the residence hall, use of alcohol on campus, sexual harassment, and academic grievances.

In particular, the language of present student codes may need to be updated to define what constitutes rape in dating situations and to clarify that any form of relationship abuse on campus is prohibited. On our campus, we are considering adding a section on student sexual responsibility to our student code which will state that "Both parties in a sexual relationship have a responsibility for the behavior in the relationship and for clear communication of their personal expectations. Sexual exploitation of other persons is prohibited. This includes sexual activity forced on another person against his/her will, either by physical or psychological force. Sexual exploitation also includes obscene phone calls, sexual harassment, indecent exposure, courtship violence, and sexual assault."

The student code of conduct and/or an alcohol use policy should make clear that the use or abuse of alcohol will not be accepted as an excuse for abusive or damaging behaviors or for lessening of sanctions against unacceptable acts. On some campuses, umbrella policies are in place which state that violence of any sort on the campus will not be tolerated. More and more campuses have faculty codes of behavior giving guidance to the appropriate forms of involvement between faculty and students.

The development of policy is best done by grassroots efforts, namely, task forces and committees which identify the issues, lead the campus in discussing local norms (especially about sexual behavior), and define the prohibited behavior. This can be done for an umbrella-type policy or for a policy on any one specific form of violence. The value of campus discussion, clarification of local norms, and adoption by the appropriate bodies supercedes any apparent ease of adopting policies that have been written elsewhere; the policy will be "owned" to the extent that the campus community has made an investment in it.

Once policies are written, they must be implemented and enforced; this includes disseminating the policy in printed form, using the established procedures in a consistent manner, and revising procedures as the need for further clarification arises.

Activities and Services. Note the first item: "task force or committee." As with policy development, the development of other prevention activities can best be coordinated by a committee recruited from all sectors of the campus. A broad representation from student groups and faculty is vital to assist staff in planning and implementing the array of activities that can address the many topics related to the issue of campus violence. Support from top campus administrators is also crucial for efforts to have the credibility, visibility, and financial base needed for full effectiveness.

Tertiary prevention services are in this section; such prevention efforts are akin to remediation and include direct services to victims; past and present victims of violent acts have needs for safety, information, and support. Among the interventions to serve victims are are crisis management, medical care, protection, judicial procedures, post-trauma counseling, and supportive groups. Friends, partners, and parents of victims may need remedial services as well. (For all of these parties, the themes in therapy center around guilt, anger, fear, confusion, stress, trust, grief, loss, self-esteem, and empowerment for managing one's own life without endangering others.) Perpetrators who are campus constitutents may be served by the institution also, particularly through judicial procedures and developmental counseling. (The counseling issues for pepetrators are similar in topic, though differing in nature, to those cited above for victims and those close to victims.)

Victims usually find it difficult to come forward; thus, there should be many places in the system where contact can be made. Victims, especially of crimes like date rape and sexual harassment where legal definitions vary from societal norms, may need to be helped to understand the exploitation that has taken place. Encouraging the reporting of acts of agression, with appropriate safeguards to client confidentiality, becomes part of prevention by taking away the aspect of hiddenness. A campus violence resource center, important for its symbolic as well as actual value, can be created to provide readily available information on where services can be found and to organize campus prevention programs.

Formats for prevention activities include classes, workshops, seminars, forums, panel discussions, speakers, awareness weeks, brochures, pamphlets, monthly bulletins, films, videotapes, rap sessions, publication of local research, and the use of campus radio, newspaper, and television. Locally created theatre productions, psychodramas, videotaped and/or televised "soap operas" dealing with issues of abuse address the visual orientation of many students. Displays, bookmarks, calendars, poster contests, mock trials, and TV commercials are other formats.

The training of informed, compassionate, fair, and caring staff in all areas is important. Crisis intervention procedures should be clearly known to involved staff and carefully followed both to alleviate any current crisis and to keep it from escalating.

In regard to staff training, the role of public safety officers is essential. Also important are cooperative working relationships among staff in offices most likely to know of the violence that is threatened or already occurring, namely, residence life, public safety, counseling, judicial affairs, and student activities.

Primary prevention directed to the physical environment includes such campus safety activities as adequate lighting, accessible parking lots and telephones, provision of escort services, removal of objects which obscure vision or provide hiding places, trimming of shrubbery near buildings, increasing patrols in high risk areas and upgrading of locking mechanisms and procedures.

Since incidents of violence which develop at or because of campus activities are particularly distressing, campus social events need to be safe for all participants; in some cases, monitoring of activities by college staff will be necessary.

The item "research" needs to be added to this section. Local research and its dissemination about the extent and nature of the various kinds of violence on campus can serve a preventive approach. Needs assessment surveys can guide a campus group in developing and targeting prevention efforts specific to the individual campus. As factual and survey information becomes known, the community must be prepared for the influx of reports of abuse which will follow open discussion of the topic.

Programming for Prevention: Education itself is a natural tool for the secondary prevention of violence. As stated in the document, Measures to Improve Personal Safety on Campus (Office of Educational Services, 1985),

> Campus programs which utilize educational experiences to promote better interpersonal, inter-group, inter-gender relationships on the campus...[should be developed];...The primary mission of the University is education, and that mission should be used to lessen the threat of personal violence (p. 14).

Education about violence can take place in existing courses, particularly in fields such as sociology, psychology, criminology, women's studies, and health. It can also take place in specially designed single issue courses or in comparative, interdisciplinary courses.

A popular form of offering primary prevention to address causes, change attitudes and develop coping mechanisms is through

the delivery of workshops. Skill building can reduce personal risk for victimization. Among the topics that serve to build personal skills relevant to the issues of violence, either for potential victims or for potential perpetrators, are assertiveness training, leadership workshops, self-esteem building, values development, sexual decision making, anger management, conflict resolution, stress management, relationship enhancement, self-defense training, loss resolution, rape prevention, human relations training, alcohol education, counteracting abusive backgrounds, and social skills training. It is obvious that skills building programs are not new to the campus scene. Often adding an anti-violence emphasis to an existing program can expand the value of the experience. The building of positive self image and of personal skills are the broad goals in this area.

Like the skills building workshops, programs which encourage individuals to explore their attitudes about factors that lead to violence have great potential for changing a campus climate and individual lives. Relevant topics include sex role socialization, separating sexuality from violence, appropriate use of personal power, confronting discrimination, and promotion of equality.

Incidence Records. The section on locally reported incidents of violence, like all other sections, should be adapted to meet local needs. Keeping records of incidents does serve a preventive approach in that it signals a clear administrative readiness to deal forthrightly with known offenses. What is included under "unverified accusations" is particularly open to local interpretation; these may be incidents which are rumored to have happened but for which the victim has not come forward, incidents reported for which inadequate information is present for making a clear assessment of what happened, and/or incidents which are reported and then later are discovered to be untrue or have no basis for taking further action according to standard definitions and regulations.

The sections on the last page for further considerations and for a plan of action are intended to move any discussion and assessment into actual steps to intervene in past, present, or anticipated violence on campus.

CLOSING

The disruption of the learning environment and individual lives which follows violence and victimization is of great seriousness to those of us in an academic institution. The prevention of campus violence lies not so much in uncovering unique and fresh approaches as it does in gaining commitment to use what is already known to address a problem that is clearly unacceptable to most persons in that setting.

The development of the whole student has long been the theoretical and philosphical base of student affairs work, with extensive practical applications having been made to all aspects of

college life. The prevention of violence, while not an easy task, is not foreign to what is already taking place on campuses in addressing other areas of student growth, development, and concerns. Thus, the mechanisms necessary to counteract violence and victimization are generally available and need only to be focused on the problem at hand.

Violence takes place in a cultural and social context and is both a community and an individual phenemenon. Institutions of higher education can serve a valuable role by creating a climate in which a social stigma is attached to all acts of violence. By upholding a setting that is anti-violent, non-exploitive of individuals, and non-abusive of power, change can be created which will have ramifications far beyond the boundaries and time dimensions of the collegiate experience.

The abiding concern for student welfare on the part of all who work in post-secondary settings necessitates the eradication of all forms of violence in the educational setting so that the learning process and individual growth can be enhanced rather than impeded.

(DRAFT, ACPA 3/87)

CAMPUS VICTIMIZATION AND VIOLENCE PREVENTION ASSESSMENT AND PLANNING GUIDE

Dr. Mary L. Roark, Chairperson
American College Personnel Association Commission I
Task Force on Victimization and Violence on Campus
1987

The purpose of this guide is to help student affairs professionals and other college staff and students assess current efforts and plan further interventions which may prevent violence and the resultant victimization within their campus communities. Specific areas of concern include sexual harassment, rape and date rape, assault and interpersonal violence, and hazing. Campus violence, whether it is of a physical, sexual, or psychological nature, is counter-productive to a positive college environment and to the healthy development of individuals.

The guide was developed under the auspices of the Task Force on Victimization and Violence on Campus, a group established by Commission I of the American College Personnel Association in 1985 with the long-range goal of developing institutional models to respond both to the situations that create victims and to the needs of victims themselves. A "Victimization and Violence Prevention Survey" was conducted by the task force in the winter of 1986-87 to solicit information from members of Commission I about intervention strategies used on their campuses to prevent violence; the results of that survey were used to establish the format and content for this Prevention Assessment and Planning Guide.

The guide presents a generic form for prevention assessment and planning. Most prevention efforts, regardless of the specific nature of the behavior to which they are directed consist of

1) raising awareness,
2) developing policies and procedures,
3) implementing educational programming for skills development and attitude change, and
4) changing the environment to better protect potential victims.

These areas are all reflected in the guide. The formats for addressing prevention activities are also generic in nature and, hence, have a similarity regardless of the targeted behavior to which they are applied.

HOW TO USE THIS GUIDE

The guide is meant to be a tool for the student affairs professionals and others. Hence, flexibility in its application is encouraged. Some possible uses are:

1) to aid in discussion about violence prevention
2) to assess the need for further levels of services
3) to gain ideas for new programs and services
4) to set priorities for future actions
5) to evaluate scope and depth of current services
6) to organize material for annual reports.

The guide can be used at staff development events, leadership retreats, administrative councils, departmental meetings, student action groups, and specialized committee and task force meetings. The guide can be used by individuals, as well as groups, to assess their own and their office's role in campus violence prevention, to review ideas, and to stimulate thinking about new programs. It can be used in its entirety or with a focus on just one area of violence. Since prevention efforts have a universality about them, the categories given in the guide can be relabeled for prevention efforts related to other topics, such as vandalism, racism, homophobism, or alcohol and substance abuse. The guide can be used from start to finish, or individual sections can be selected for consideration.

DEFINITIONS

Definitions of terms related to campus violence are evolving from state laws and from research studies and, at present, are not always clear-cut. For purposes of mutual understanding among those who use this guide, the following definitions are suggested, with the caution to verify their consistency with the laws of an individual state.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which have the effect of creating an intimidating, hostile, or offensive environment for learning or working.

Rape: Sexual penetration through the use of force or threat of force.

Date Rape: Rape occuring in a dating situation.

Assault and interpersonal violence: The use or threat of use of physical force or violence on another.

Hazing: Any action or situation which recklessly or intentionally endangers mental or physical health or which involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization.

WRITTEN POLICY STATEMENTS

In which of the following areas does your institution have a specific written policy statement? Check all that apply and then use the last column to indicate the areas in which a need for further policy development exists. At the end of this section, indicate relevant comments and any conclusions that have been made.

	Contained in general student conduct policy	Separate policy	No written policy	Need further policy
Alcohol Use				
Assault				
Behavior at Athletic Events				
Crisis Intervention Plans				
Date Rape				
Drug Use				
Harassment (personal, physical)				
Hazing				
Interpersonal Violence				
Property Damage				
Rape				
Residence Life Regulations				
Sexual Harassment				
Storage of Weapons on Campus				
Student Sexual Conduct				
Other policies (specify)				

COMMENTS AND CONCLUSIONS:

ACTIVITIES, SERVICES, AND FORMATS FOR VIOLENCE PREVENTION EFFORTS

Check appropriate category for those services, activities, and formats which have taken place on your campus in a given time frame (you specify the time frame). You may want to use a coding system such as:

_____"Yes" or "No"
_____"Continue" "Start" "Expand" "Unsuitable for us"
_____ Number of such events

Time Frame_____	Sexual Harassment	Rape and Date Rape	Assault and Interpersonal Violence	Hazing Other
Task Force or Committee				
Information and articles in campus newspapers				
Features on campus radio and television				
Films				
Locally-made videotapes				
Organized discussion				
Workshops				
Speakers				
Poster campaigns				
Academic courses				
Educational brochures				
Individual counseling for victims				
Support groups for victims				
Referral services for victims				

(Activities, Services, and Formats, continued)

	Sexual Harassment	Rape and Date Rape	Assault and Interpersonal Violence	Hazing	Other
Individual counseling for violators of campus policies					
Support groups for violators of campus policies					
Legal help for victims and violators					
Material or discussion in new student orientation					
In-service training for staff					
Peer counseling					
Escort services					
Student patrols					
Emergency telephone system					
Adequate lighting					
Peer counseling					
Other prevention activities (specify)					

COMMENTS AND CONCLUSIONS:

PROGRAMMING RELATED TO THE PREVENTION OF VIOLENCE

Educational programming has the potential to raise individual and campus-wide awareness, develop personal skills, and change attitudes which had previously been part of a social pattern of violence or victimization. The following program titles do not for a definitive or all-inclusive list in the area of prevention of campus violence. Many may not seem and, indeed, are not specific to violence per se but may be used to develop the personal skills and attitudes which keep one from being either a victim or an offender. The items given below can be used both as a checklist to assess offerings on an individual campus and as a stimulus to the development of similar and other programs.

Various coding systems can be used, such as:

_____"Yes" or "No"
_____"Continue" "Start" "Expand" or "Discontinue"
_____ Number of times program was given on campus

The time frame used for this assessment of the presence of such a program on a given campus should be decided upon and specified. An important part of the use of this section is the column for indicating under whose auspices the program was or is to be implemented.

Time Frame_____	Availability	Offered under whose direction:
Alcohol education		
Anger management		
Appropriate use of power		
Assertiveness training		
Communications skills training		
Conflict resolution		
Confronting discrimination		
Counteracting abusive backgrounds		
Courtship violence		
Date Rape		
Drug Abuse		
Hazing		

(Programming, continued)	Availability	Offered under whose direction?
Leadership training		
Loss resolution		
Promoting sexual equality		
Rape prevention		
Relationship enhancement		
Self-defense training		
Self-esteem building		
Sex role socialization processes		
Sexual decision making		
Sexual harassment		
Social skills training		
Stress management		
Values clarification/development		
Yoga		
Others (specify)		

COMMENTS AND CONCLUSIONS:

LOCALLY REPORTED INCIDENTS OF VIOLENCE

This section about locally reported incidents and unverified accusations of violence on campus should be adapted for your own purposes in using the data and to your own time frame. The source of reported data (campus security, judicial coordinator, residence life, other) is an important part of the record. The comment column of this section can be especially useful for further elaboration. Since most violence is underreported, you may want to use the this column to indicate your perceptions about the number of actual incidents and to assess whether such incidents are remaining the same from year to year, increasing, or decreasing. This column can also be used to specify the known relationship between the victim and the violator, as well an assessment of the seriousness of injury.

Time Frame_____	Number	Source of Report	Comments
Incidents of sexual harassment			
Incidents of stranger rape			
Incidents of date rape			
Incidents of assault and interpersonal violence			
Incidents of hazing			
Unverified accusations of sexual harassment			
Unverified accusations of stranger rape			
Unverified accusations of date rape			
Unverified accusations of assault and interpersonal violence			
Unverified accusations of hazing			

COMMENTS AND CONCLUSIONS:

FURTHER COMMENTS AND CONSIDERATIONS

What further information, ideas, and comments about your campus which are particularly relevant to the topic of prevention of violence need to be considered? (Examples: viewpoints of significant persons, budgetary constraints, space allocation, specific incidents and situations, institutional setting, priorities of staff members)

PLAN OF ACTION

Identify here the outline of a plan of action for violence prevention on your campus. Indicate the first steps to be taken toward the goal of a violence-free campus.